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ABSTRACT

This study was intended as a follow-up evaluation of Project COPE, a Glassboro State College program designed to provide junior year elementary education students experience in teaching culturally disadvantaged children, and to motivate them to continue this type of teaching after graduation. The procedure involved testing and collecting survey data on all Glassboro graduates who were program participants. Test results were compared with earlier scores on the same instruments as a measure of long-term attitude change. Earlier test results along with IQ, college grade point average, and curricular data were then compared with post college employment. Of the 147 respondents (72 percent of all program participants), 127 entered teaching, with 51 teaching the disadvantaged. Considerable variance existed among the densities of deprived taught, as well as the duration of that teaching. No significant differences were found between those who later taught the disadvantaged and those who did not in terms of personal characteristics (IQ, sex, grade point average), amounts of graduate study, comparative attitude test data, and ratings of COPE as an experience and teaching as a profession. Although original COPE project goals may have been inadequately realized, participants' ratings of the program indicate that a preservice experience with the disadvantaged would be of value to all prospective teachers. (RT)

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FINAL REPORT

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A STUDY OF ATTITUDES AND EMPLOYMENT PATTERNS OF TEACHERS WHO RECEIVED PRE-SERVICE TEACHING EXPERIENCE WITH DISADVANTAGED GROUPS

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SUMMARY

The present study was intended as a follow-up evaluation of the long term outcomes of Project COPE, a Glassboro State College program designed to provide junior year elementary students experience in teaching culturally disadvantaged children. While programs of pre- and in-service training with the deprived are proliferating, evaluations of the lasting influence of such efforts are notable by their absence. The present study provided definitive follow-up data on one such program and a replicable procedure for other programs to utilize.

The procedure involved testing and collecting survey data on all Glassboro State College graduates who, as students, participated, during its first three years of operation, in Project COPE. Test results (Teacher Situation Reaction Test, Rokeach 'D') were compared with earlier scores on the same instruments as a measure of long-term attitude change. Earlier test results along with IQ, college GPA, curricular data, were then compared with post college employment, and academic pursuit patterns.

A number of limiting problems were encountered, primarily stemming from the effort to perform objective evaluation, several years later, on a non-research oriented program.

Much was learned, however, from the 147 respondents, 72 percent of the total original project population of 191, and 87 percent of the total 169 graduates located. One hundred twenty-seven (86 percent) entered teaching, while 51 (34.7 percent) taught the disadvantaged. Considerable variance existed among the densities of deprived taught as well as the longevity of that teaching suggesting an absence of any real dedication to this function.

No significant differences existed between those who later taught the disadvantaged and those who did not in terms of: personal characteristics (IQ, sex, GPA); amounts of graduate work taken; comparative test data (Rokeach 'D' Scale, Teacher Situation Reaction Test); and ratings of COPE as an experience, and teaching as a profession.

Definitive conclusions cannot be generalized from the incomplete data available but the consi ently positive evaluations of the project regardless of where graduates taught suggest that while original COPE project goals may have been inadequately realized, a pre-service experience with the disadvantaged would ultimately best serve the goals of understanding, unity, and brotherhood.

It is recommended that: (1) A research design be built into future research from the outset, (2) Consideration be given to requiring pre-service experience with the disadvantaged for prospective teachers.

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F I N A L R E P O R T

INTRODUCTION

The present study was intended to provide evaluation of the effects of a training experience in teaching the disadvantaged upon later attitudes and employment patterns.

The enormous imbalance between educational opportunities for ghetto and suburban youth is now attracting the serious attention of college educators who have traditionally disclaimed discrimination, contending that the disadvantaged simply cannot achieve the standard set for advance learning. Attitudes are changing. As DeZutter notes, some institutions, notably the University of Illinois, are exploring the possibility of colleges created especially to meet the needs of the deprived. Clark Kerr has gone a giant step farther advocating the creation of 67 "Urban Grant" universities to attack slum problems.

What are the dimensions of the imbalance addressed? One federal estimate is that nearly 50 percent of the nation's college population will be gleaned from the upper fourth of the socio-economic population by 1970; only 7 percent will come from the bottom fourth. Negroes, 11 percent of the nation's population, comprise but 2 percent of total college enrollment. The average student in a white suburban high school has 12 times the chance of going to college that his black ghetto counterpart has.

A variety of programs (pre-service and in-service) for teachers of culturally disadvantaged youth have been implemented but analysis of results has not followed. Denemark and MacDonald writing in the Review of Educational Research noted a "dramatic disparity between the amounts of program activity and research in the preparation of teachers of the culturally disadvantaged". A survey by the NEA Research Division (1966) indicated that over 100 institutions were offering special programs for training teachers of the disadvantaged; yet there was no research reported. They concluded that this might be because "the field was still quite new and the programs initiated were still in preliminary stages".

Clearly a systematic analysis is required of later outcomes of specialized programs for teachers of the deprived. Are pre-service programs resulting in increased quantity and quality of instruction in the ghettos? Are participants in such programs entering poor urban schools to teach? If so, are they remaining? Achieving fulfillment? Highly rated? Liberal in outlook? These and other questions demand consideration. We must determine whether present efforts are securing the results intended. As of this moment, we are operating on a "wing and a prayer". Without controlled evaluation there can be no assurance that familiarity with problems of slum life and learning is not breeding contempt rather than dedication.

The present study was intended as one step toward correcting the omissions noted. It was designed to provide a systematic comparative followup of participants in Project COPE over the last five years. Additionally this research was intended as a pilot project to provide a base for continuing and expanded study of future participants in Project COPE.

Have GSC students trained and encouraged through Project COPE, to teach deprived youngsters actually gone into and/or remained in urban, inner city assignments? How have their attitudes changed? Greater tolerance? Rigidity?

Project COPE (Camden Opportunity for Professional Experience) concluded its fifth year of operation in 1969. A wealth of pre and post-experience data were collected annually but no effort has ever been made to follow up and extend data to provide meaningful conclusions about relative effectiveness of the project. Preliminary opinion response secured early in the programs, indicated that 96% of the student participants preferred the COPE experience to the traditional program and 75% favored a senior student teaching experience in the inner city. No substantive analysis has previously been conducted to determine whether the feelings expressed were matched by later action in selecting and retaining teaching assignments. Has it done the job postulated? The present project was intended to provide important data about this question.

OBJECTIVES

1. To provide objective data on and analysis of the long-term employment and attitudinal influences of the Project COPE experience on participants.

2. To provide a replicable follow-up procedure for use by others sponsoring training programs of similar nature.

3. To provide pilot information and format as a basis for a full scale research examination of the impact of Glassboro State College's work with prospective teachers of the disadvantaged.

DEFINITION

Project COPE: A program designed to train junior year elementray education majors in teaching children identified as culturally disadvantaged. It was a semester-long experience which integrated the junior year student teaching experience with the instruction commonly given in courses formerly taught separately--namely Psychological Foundations, Foundations of Reading Instruction, and Measurement and Evaluation. The semester-long experience was structured with two staff members primarily responsible for instruction in the course materials as well as supervision of the student teaching experience. Specialists from both the Glassboro Faculty and the Camden, New Jersey Public Schools, where the student teaching experience was held, were used to complement the instructional efforts of the two-man team. Approximately 48 students were assigned to the two staff members with one-half each of the group being supervised by one staff member. During the student teaching portion of the experience, the students were assigned on a 1 to 1 basis to a cooperating teacher in a Camden, New Jersey elementary school populated by students who come from extremely low income families.

In preparing for this experience, the performance expected of students as a result of each of the courses merged with the student teaching experience was described and the major concepts to be developed were clearly stipulated. The objectives for the total experience were behaviorally stated as per Mager.

The semester experience was designed with a "heavy loading" of course content at the beginning of the semester, building up to full student teaching participation for six weeks. The students spent time in the schools from almost the beginning of the semester, moving gradually from observation to participation and on to increased teaching experiences beginning with tutoring one child in reading, then moving to small group instruction before full class teaching. The total experience, however, was planned to teach concepts and skills when the students seemed most ready to learn them. For example, as the student moved into the reading-tutoring experience he had some instruction in readings. As he continued with the tutoring, the problems he encountered were handled during the time spent on "course" materials.

As a part of Project COPE, all students received approximately 12 hours of instruction in The Flanders System of Interaction Analysis. At the end of this training, they were prepared to collect raw data, place it into matrix form, and analyze the data. They were acquainted with feedback theory and the research related to Interaction Analysis. During their student teaching phase, the faculty team members used I.A. as a supervisory technique for collecting raw data, having the student analyze it and them helping the student plan changes he saw as necessary in his teaching style. (Student teachers and Faculty used the Amidon - Flanders Manual as a guide to this form of supervision.) The cooperating teachers were not trained in I.A. but were familiar with the system to the degree that they understood that this is a feedback system used to help their students analyze teaching behavior.

Attitude test data collected were pre and post-tests of the students using the Teaching Situation Reaction Test developed at Temple University as well as pre-tests of the Rokeach Dogmatism Scale.

RELATED STUDY

Work with the deprived appears at the juncture largely empirically oriented. A great volume of recent projects deal specifically in the area of pre and in-service training for inner city teaching. Scholarly, objective evaluation let alone follow-up studies, of such programs is largely absent, however.

A comparative analysis of teachers in higher and lower status schools by Herriott and St. John revealed flaws in some of the stereotyped concepts of teachers in the slums. Results, replicated at the elementary, junior and senior levels revealed that: 1. Teachers in lower status schools were less experienced, younger, non-white, catholic, and of lower status family origin. 2. There were no consistent differences between the groups in terms of highest academic degree held, reported quality of college work, or in degree of career satisfaction. Thus, ghetto school teachers did not seem either intellectually or academically inferior, nor did they view their professional careers more cynically than higher status brethren.

Central Missouri State College has been operating the Inner City Teacher Education Project, an award winning study "designed to give prospective teachers of the culturally different a better understanding of such youngsters and of their environment". Comprising two twelve-week blocks; first, professional subject matters, combined with inner city orientation; second, full-time ghetto student teaching with on-the-job seminars.

The Sausalito (California) Teacher Education Project (STEP) is attempting to develop a pre-service and in-service curriculum for teachers of the educationally disadvantaged in a desegregated setting.

A five unit course in secondary education, formerly taught on campus at California State College, has been moved into a selected high school for pre-practice teaching experience. The majority (nearly all) of participants have voluntarily elected to student teach at the same school.

Mercy College in Detroit, Hunter College, and The City University of New York have programs oriented toward providing more student time in classrooms in disadvantaged schools.

The Project Beacon Training Program, sponsored by the Ferkauf Graduate School, Yeshiva University, is an "innovative program . . . on the graduate level for prospective teachers of socially disadvantaged children." Begun in 1963, Beacon is a multi-faceted program encompassing units of training for counselors and psychologists. The present program has evolved from several years of trial and error into reorganization around three broad seminars in theory and practice with the disadvantaged, paralleled by Social Field Work and Student Teaching. Evaluation is varied but primarily a subjective, "feeling" kind of process. As is the case with the other programs above, follow-up results are not available.

Excellent guidelines have been set forth for effective evaluation of teacher preparation programs for the deprived; notably Usdan and Bertolaet's Development of School-University Programs for the Pre-service Education of Teachers of the Disadvantaged Through Teacher Education Centers. Little use appears to have been made of this material if the existing published evaluations are to be accepted as indicative evidence.

A growing variety of projects focus on the specific problems of pre-service preparation for teaching the disadvantaged. This river of practical effort is accompanied by the merest trickle of definitive statistical analysis and evaluation. Of studies found only two, Schueler's at Hunter and the California State Project have thus far provided follow-up figures, and analysis here is limited to percentage figures primarily. Information, replication, and verification are sorely needed if we are to progress in orderly fashion in our work with the deprived.

METHODS

Preliminary procedure in the present study involved: (1) Planning methods of gathering information, (2) Location of respondents, (3) Contact and collection.

Data on participating students that was considered pertinent or at least peripheral to the study goals included:

1. IQ
2. Achievement test scores
3. College grade point average
4. Father's occupation and education
5. Mother's occupation and education
6. High school rank in class
7. Siblings and subject birth rank
8. Number and types of employment since college graduation
9. Employment locations and economic levels
10. Subject satisfaction with occupation and specific jobs
11. Further schooling since graduation
12. Subject's rating of the COPE experience
13. Present attitudes as measured, where applicable, through:
    a. Minnesota Teacher Attitude Inventory
    b. Teacher Situation Reaction Test
    c. Rokeach "D" Scale

Factors one through six were available, often circuitously, in various institution files. The remaining information (7-13) was sought through use of a questionnaire (See appendix A).

IQ scores (Otis), achievement scores (Cooperative) were secured from previously compiled lists in the testing office. College grade point averages were secured from used final transcripts in the Registrar's Records Office. Parental education and occupation subjects siblings, and high school rank in class information was recorded from the files in the college Counseling Office.

Several false starts were made before the most reliable sources of data were located. The Records Office files, for example, were found to be cumbersome and outdated for purposes of subject location; materials in the Admissions Office were quite variable and were eventually discarded.

Location of the participants was, predictably, a difficult and time consuming task. Names of elementary students involved in the first five semesters of the Camden Project (COPE) were available in the office of the Education Division or in the files of program supervisors from Glassboro State College.

Preliminary data on addresses and phone numbers was located in the Records Office but a more up-to-date reliable source proved to be the college's Student Teaching Office. As was anticipated, this was a very mobile group. In addition, since it was composed of 91.48 percent females, many had changed names - married. Thus a dual problem of identification and location was posed. Arduous hours on numerous telephones and in many dusty files resulted in a preliminary finding of 186 of the total eligible group of 191 former COPE participants.

A questionnaire was devised to secure employment, educational and attitudinal information mentioned in items 8 through 13 above, After a suitable instrument had been hammered out, subjects names and addresses, previously located, were sorted according to the kinds of pre-test information available. Usable data on Teacher Situation Reaction Test and Rokeach "D" Scale were found for ninety-three (93) students, MTAI results (Pre-test) were found for forty-five (45). All other students had been tested but for several reasons results were not available or results were considered invalid. In a few cases, pre-test scores simply could not be located; in a large number of instances, it was found, through conversation with project personnel, that test results had been used by supervisors to help students analyze their own attitudes and behaviors. Meanings of grading patterns thus were clear to those tested, effectively invalidating any contemplated post-test results.

The resulting eligible groups for each test were therefore smaller than had been originally expected.

Three different mailings were prepared to encompass all needs. These included: a mailing with (1) a cover letter explaining project goals, etc. (See appendix), (2) a questionnaire, (3) a return addressed and stamped envelope. A second mailing had (1) a cover letter, (2) questionnaire, (3) return envelope, (4) an MTAI booklet and answer sheet. A third mailing comprised items 1, 2, & 3 above along with (4) a Teacher Situation Reaction Test booklet and answer sheet.

Each subject was located, called, and permission asked prior to the mailings. A total of 169 missives were mailed, with 29 having just a questionnaire for return, 47 requiring questionnaire and MTAI return, and 93 questionnaire, TSRT, and Rokeach "D" Scale return.

Returns were tallied on a master list compiled at the time of original mailing. Sample tabulations were made of incoming returns to secure information to aid in coding data, i.e., what categories needed to be included to assure mutually inclusive and exclusive reporting of information.

Once a suitable coding was developed, incoming questionnaire returns were coded and recorded on computer sheets. Test answer sheets were scored, coded, and similarly recorded.

Of the 186 persons for whom preliminary location had been secured, 169, 90.87 percent, were personally contacted, agreed to participate, and were sent project materials. Every person located and contacted agreed to take part. Of the total mailed (169), 87.57 percent (148) completed and returned the materials. One of these was the wrong person of the right name, thus total usable response was 147 (86.98 percent of the total sent, 79.03 percent of the total located, 76.96 percent of the total eligible population)..

RESULTS

The present study was designed to ascertain effects of a pre-service practice teaching experience by assessing later employment and attitude patterns of program graduates. Findings are presented below:

TABLE 1

ACADEMIC AND PERSONAL CHARACTERISTICS
OF COPE GRADUATES

				Standard Deviation
I.	Academic	Number*	Mean	
	IQ	121	115.90	8.66
	Grade Point Average (College)	121	2.85	0.70
	High School Rank	111	63.27	21.71
	Graduate Credits Earned	147	2.65	-
II.	Personal			
	Male	17 of 147	9.52%	-
	Married	89 of 147	60.28%	-
	Birth Rank	118	1.50	0.30
	Number of Siblings	118	1.66	0.37

*Numbers differ since all information was not available for all subjects.

Personal and academic characteristics of the COPE graduate population may be seen in Table 1 along with comparisons to the entire rising sophomore class at Glassboro State College (N = 716) from the same time period (1967).

The general pattern of the project group falls within anticipated middle quartile ranges for all Glassboro students at the sophomore level. It is of interest to note that while

IQ means are almost identical for the two groups (115.9 - 115.4) grade point averages for COPE people are considerably higher (2.85 to 2.56 for all GSC sophomores and high school rank is somewhat lower (63rd to 71st percentile). On the average, there were slightly fewer than three children in the family and the study subject tended to be the first born female, married without children.

A comparison of the COPE subjects in the present study with the graduating education majors from Glassboro State in 1969 reveals that 86 percent of the 147 COPE students responding entered teaching while 80 percent of those reporting (70 percent of all graduates from Glassboro in 1969) did the same.

Of the 147 respondents then, 127 (the 86 percent mentioned above) have taught at least one year, 114 two or more and 55 have been teaching three years. Another fourteen have been employed in related fields. Thus, 141 or 96 percent have been in teaching or related fields. Seventeen taught and then left the profession as depicted in Table 2 mostly for motherhood or marriage. Thus, 111, 76 percent, are still teaching.

TABLE 2

COPE GRADUATES IN TEACHING

Teaching Only		105
Left Teaching:		
For Motherhood	13	
For Work w/Handicapped	2	
For Graduate Work	2	
		17
Entered Teaching:		
From 1) Motherhood	3	
2) Social Work	1	
3) Other Field	1	
		5
Total In Teaching		127

TABLE 3

COPE GRADUATES TEACHING DISADVANTAGED

Disadvantaged Only:		
Teaching Disadvantaged (2 years)	19	
Teaching Disadvantaged (3 years)	19	38
Left Teaching of Disadvantaged:		
For Teaching Nondisadvantaged	7	
For Motherhood	3	10
Entered Teaching Disadvantaged:		
From Teaching Nondisadvantaged	3	3
Total Teaching Disadvantaged		51

In Tables 2 and 3 are presented breakdowns of respondents involvement in teaching (Table 2) and teaching of the disadvantaged. Since the occupational life involved here is only three years at most, there seems a fairly considerable mobility here which might be anticipated in light of the predominantly female nature of the sample.

TABLE 4

RATING OF COPE EXPERIENCE
BY GRADUATES

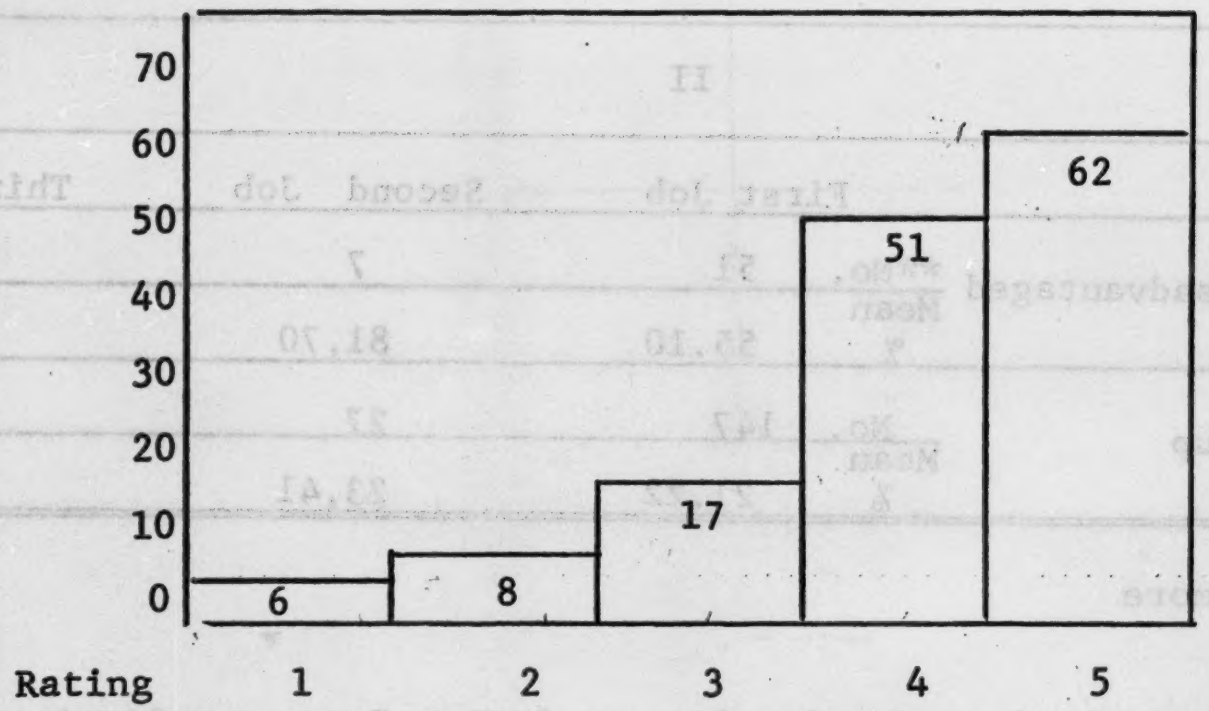
	Number	Mean**	Grade	Standard Deviation
Overall Rating	147	4.13	B	1.05
Taught Disadvantaged After Graduation*	51	4.15	B	1.11
Did Not Teach Disadvantaged After Graduation	94	4.12	B	1.08
Taught Disadvantaged And Left	8	4.25	B+	1.53

*20% or more, **Based on 5 points as tops

COPE graduates' ratings of that experience are presented in Table 4. As may be seen, participants rated the program quite high (4+ on a 5 point scale: excellent - 5,very good - 4, good - 3, fair - 2, poor - 1) and it is interesting further that the ratings were unaffected by whether the subject went to teach the disadvantaged after graduation or not. Those who did not later teach the deprived, (N = 94), in other words, thought as well of the COPE experience as those who did (N = 53) (4.21 to 4.15); while those who taught deprived first and then left (N = 8) rated COPE slightly but not nearly significantly higher (4.25).

TABLE 5

DISTRIBUTION OF RATINGS OF COPE EXPERIENCE
BY GRADUATES



A slightly different view of the same data may be seen in Table 5. The distribution of graduate ratings indicates that the overwhelming majority, 123, 85.4 percent, considered this an excellent or very good experience. In contrast 14, 9.7 percent rated it fair or poor.

TABLE 6

PERCENTAGE OF DISADVANTAGED TAUGHT BY COPE GRADUATES

I

Percent Disadvantage Taught	90	80	70	60	50	40	30	20	10	0
Number	13	4	2	2	6	3	7	14	24	48
Cumulative N	13	17	19	21	27	30	37	51	75	123*

*24 respondents did not know or did not answer

II

		First Job	Second Job	Third Job
Taught Disadvantaged	**No.	51	7	0
	Mean %	55.10	81.70	-
Total Group	No.	147	27	0
	Mean %	21.22	23.41	-

**20% or more

In Table 6 may be found a cumulative frequency listing of the number of respondents who have taught the disadvantaged (20% or more) and percentage of disadvantaged taught.

As may be seen while fifty-one respondents have taught the deprived by definition, only twenty seven have taught fifty percent (50%) or more and just thirteen have worked with groups that might be considered fully disadvantaged (90% or more). Since the COPE project in Camden involved work with very high ratios of the poor, it would appear that even among those who elect to teach among the deprived, few elect Camden-like settings. In fact, of all COPE graduates contacted, fewer than ten actually returned to teach in Camden. A different look at employment characteristics of project respondents may be found in the second section of Table 5. In section II, the average percentage of disadvantaged students taught by the members of the total group (21.22 percent) and by the 51 subjects who taught classes of 20 percent or more (mean 55.10 percent) in their first job is listed. Twenty-seven people have had second jobs and the seven who taught the deprived averaged over 81 percent.

TABLE 7

ECONOMIC LEVEL OF COMMUNITY EMPLOYED IN

	First Job	Second Job	Third Job
Respondent Number	139	27	1
Level	2.84 Lower Middle to Middle	3.23 Lower Middle to Middle	4.00 Middle

Estimates of the economic level of the community taught in by COPE graduates are recorded in Table 7.

Little of interest appears here except that the middle class nature of the average responses suggests that project participants were not motivated to fly to the ghettos to teach. In fact, just twenty four took jobs in what they considered real poverty areas.

TABLE 8

COMPARATIVE OCCUPATIONAL SATISFACTION
OF THOSE TEACHING DISADVANTAGED

		I SATISFACTION WITH PROFESSION OF TEACHING		
		First Job	Second Job	Third Job
Teaching* Disadvantaged	No.	51	7	0
	Rating**	4.42	4.86	-
	Grade	B+	A-	-

TABLE 8
(Continuted)

		First Job	Second Job	Third Job
Not Teaching Disadvantaged	No.	76	20	1
	Rating	4.20	4.30	5.00
	Grade	B	B+	A
Total Group	No.	127	27	1
	Rating	4.33	4.55	5.00
	Grade	B+	B+	A

II
SATISFACTION WITH PRESENT JOB

		First Job	Second Job	Third Job
Teaching* Disadvantaged	No.	51	7	0
	Rating**	4.16	4.86	-
	Grade	B	A-	-
Not Teaching Disadvantaged	No.	76	20	1
	Rating	4.10	4.31	3.00
	Grade	B	B+	C
Total Group	No.	127	27	1
	Rating	4.19	3.91	3.00
	Grade	B	B	C

* 20% or more
**On 5 point scale

In Table 8 may be found respondents feeling about their jobs and profession.

As may be seen, COPE people are generally quite well satisfied with teaching as a profession and with specific jobs within that profession. Those who have been teaching the disadvantaged since graduation, rate the profession just slightly higher than the total group. Generally where the numbers are large enough for meaningful consideration, as in first job ratings, scorings are quite similar. Though the sample size is severaly limited, a considerable discrepancy favoring those working with the disadvantaged was evident in second job satisfaction ratings. (4.86 to 3.91)

TABLE 9

GRADUATE CREDITS EARNED BY
COPE RESPONDENTS

	N	Credits Earned	Mean Credits
Student Earning Credits	38	389	10.24
Most Active Students	5	163	32.60
Non-Teachers of Disadvantaged	21	239	11.38
Teachers of Disadvantaged	17	150	8.82
Total Group	145*	389	2.67

*Two subjects did not respond to this question.

In Table 9 is depicted the amount of graduate work completed by COPE respondents. Only 38 of the 145 subjects contacted, or 26.2 percent, have taken any courses. The total of 389 earned credits represents an average of 10.24 per student, though if all subjects are considered (145) the average number of credits drops to 2.67. In addition it is interesting to note that just five persons have accounted for over forty percent (41,8) of the total. Those involved with the disadvantaged have gone to school in a slightly larger percentage than the total group but earned slightly fewer credits. Thus, seventeen of the fifty-one teachers of the deprived or 33.3 percent have gone on compared with 26.2 percent of the larger group, they have earned an average of 8.8 credits compared with 10.24 for the total group. A similar comparison occurs when those who teach the deprived are considered with those who do not. Test of statistical significance were not run on this data since it was felt that the larger number of teachers taking fewer credits tended to cancel out any potential effects such test would provide data on.

TABLE 10

COMPARATIVE TEST SCORES FOR COPE GRADUATES TEACHING DISADVANTAGED AFTER GRADUATION

I
ROKEACH "D" SCALE

	N	Pretest	Post Test
Taught Disadvantaged	22	142.90	132.73
Did Not Teach Disadvantaged	44	141.60	132.37
Total Group	66	143.62	132.76

II
TEACHER SITUATION REACTION TEST

	N	Pre COPE -Mean-	Post COPE -Mean-	Followup -Mean-
Total Group	64	57.38	55.46	55.95

Comparative test data are presented in Table 10. This material is presented as informational despite limitations as noted earlier. None of the differences recorded were significant which may be somewhat surprising in light of the teaching use made of test results as discussed above. Pre and post test scores seem almost entirely unaffected by respondents tendency to teach or not teach among the disadvantaged. One other test comparison has been anticipated but is not yet available for interpretation. Post test scores for the Minnesota Teacher Attitude Inventory have been secured but the original pretest data was among private papers mislaid during an office move and just recently located, to late for inclusion in this report. There is no apparent contamination in this data and the results might be of considerable interest.

LIMITATIONS

Potential utility and/or generalizability of present study findings were restricted by a number of limitations encountered in the course of project data collection. Detailed statistical comparisions, originally proposed, were discarded when it became evident that comparisons would largely involve the uncertain with the unknown.

One major problem, limiting definitive interpretation of the results, developed from the fact that over ninety percent (90%) of the population contacted was female. The researchers had been aware at the outset of the sex imbalance but the complexities in attempting to infer occupational attitudes and motivations around activities such as marrying, moving, and bearing children had not been fully realized. This resulted in a highly mobile population - geographically and personally - with many external inputs whose effects could not be accurately assessed.

Practical, as well as human difficulties were encountered in attempting to assess the type of experience subjects had after graduation. First, practically, what would constitute "teaching the disadvantaged"? What percent? How poor? We decided, with some precedent, that if 20 percent of the students, or over, were deprived, the subject was working with the disadvantaged. Standard income guidelines were used to define poverty.

The second, and more tenacious, problem stemmed from the primarily subjective assessment by each subject of whether he taught the disadvantaged and, if so, what percentage. As a test of the usefulness of these estimates, district offices (5) and principals (13) of a random sampling of subjects, teaching locations (18) were contacted for information on poverty breakdowns for their districts and schools.

TABLE 11

COMPARISON OF COPE GRADUATES
ESTIMATES WITH SCHOOL DISTRICT
FIGURES ON PERCENT OF DISADVANTAGED TAUGHT

	Percent Disadvantaged																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Teachers Estimate	50	80	5	50	5	15	80	20	35	40	90	10	75	75	90	25	20	0
District Official	20	80	5	25	5	10	80	25	35	25	90	50	75	80	90	35	25	10

	N	Mean Percent
Total Teacher Sample -	18	42.50
District Dample -	18	45.83

As may be seen in Table 11, results of the cross checking were encouraging. School district estimates were generally quite close to individual estimates with COPE graduates estimating a mean percent disadvantaged of 41.5, school officials 45.83. Project subjects were actually slightly more conservative than the districts. This provided a crucial test since accuracy in this estimate was essential to any meaningful results for the project. Thus, while it must be considered a limitation of the study that data on community, school characteristics and population was secured from the subjects themselves, the evidence secured suggests that a quite accurate return was secured.

Other kinds of problems arose from our inability to infer motive or desire from action when no clarifying comments were added. Some of those who married, for example, might otherwise have taught the poor. Some, already married, doubtless settled, moved or worked in concert with family or government needs or demands rather than with personal preferences. Some who are teaching the disadvantaged may be doing so for reasons unrelated to COPE project goals. A job may have opened up in a slum when no other was available. Complex psychological reasons may impel one highly unsuited for such work into it. At some point, inferences of this scope are certainly difficult if not impossible to quantify. It should be noted in this connection, however, that several project students now teaching the disadvantaged in Camden had been <u>not</u> recommended for such work. College personnel who supervised the COPE experience contend these students were rigid, unfeeling, non-empathetic. These subjective evaluations scaled against the fact of several such students now teaching the poor, result in a quandary about rating these as success or failure. The computer will tally as statistically successful a case where a COPE graduate goes back to teach the disadvantaged. Certainly in terms of the expressed goals of the COPE project, this would seem appropriate. And yet, if said graduate is unsuited for this service with the poor, won't the greater good lie in discovery of this? Six persons cited the greatest project benefit as the revelation that they should not teach the disadvantaged.

Additional problems of interpretation were touched upon by several persons who are not teaching the deprived but rated the experience consistently very high, and noted in separate comments an increased ability to teach and understand regular kids, or their own children.

At every step, efforts at coordinating results into a neat packet of conclusions were hampered by: (1) the complex nature of the cause and effect model desired and (2) weaknesses in the questionnaire. What people did was uncovered quite effectively for a large majority of the eligible population. Why people did what they did remains pretty much a mystery.

Other problems, of sometimes greater, sometimes lesser magnitude, impinged upon efforts to sift meaningful information from the mass of data collected.

The tests from which pre and post COPE data were to be studied, compared and contrasted in varieties of ways, turned out to be somewhat tainted, legitmately so, but tainted, nonetheless. During routine checks with some instructors from the COPE project period, it was found that in some classes the test results for the D scale and the Teacher Situation Reaction Test were used in class as self evaluative, learning instruments. Goals, interpretations, scoring systems, and the like were all clearly revealed in these classes and the results of any post test would, under the circumstances be of little research use. Detailed statistical treatment of this test data was not considered warranted for this reason.

In the final analysis, it appears clear that no simple counting dichotomy (i.e. teaching disadvantaged - not teaching disadvantaged) can provide much important evaluative information. Varieties of secondary data must be considered in relation to employment motivations and attitudes. Until there is a more reliable basis for assessing the effect of the COPE project, there can be little purpose in comparing various facets of personal and academic background with much effect, as originally proposed. This would amount to multiplying an unknown error factor

SUBJECT COMMENTS

Objective results in the present study were difficult to interpret for a variety of reasons as indicated above. Although comments were not solicited and no space was allotted on the questionnaire, sixty four (64) persons felt sufficient involvement to express themselves beyond the scope of our formal query. The investigators agreed that an attempt to, categorize and evaluate these comments might prove one of the projects more valuable informational sources.

TABLE 12

COMPARATIVE CHARACTERISTICS OF THOSE COMMENTING ABOUT THE COPE PROJECT

	Male		Female		Wrk. W/ Disadvantaged		Not Wrk. W/ Disadvantaged	
	No.	%	No.	%	No.	%	No.	%
Comment	9	53.0	55	42.0	23	46.0	41	41.8
No Comment	8	47.0	76	58.0	27	54.0	57	58.2
Total of Group	17	100.0	131	100.0	50	100.0	98	100.0

Of the total group, those who commented seemed fairly representative as may be seen in Table 12.

The sixty four (64) who commented made a total of 111 statements, of which eight four (84) expressed general or specific satisfaction, sixteen (16) expressed general or specific dissatisfaction and eleven (11) were of another character.

TABLE 13

NATURE OF COMMENTS

NEGATIVE N = 16	
Poor Preparation	6
Poor Instruction	6
Forced Into Program	3
General Dissatisfaction	1
POSITIVE N = 84	
Good Preparation	17
Good Instruction & Teaching	17
General Satisfaction	37
Now Understand Others Needs	12
Good For General Education	1
NEUTRAL OR OTHER N = 11	
Realized Should Not Teach Disadvantaged	6
Resented Questionnaire	5

A detailed distribution of the all comments may be found in Table 13. The breakdown of positive and negative comments tends generally to substantiate the distribution of ratings of the project presented in Table 5. Thus, while the large majority of comments express satisfaction, it is interesting to note that very few statements dealt with the people being taught. Twelve comments dealt with understanding "others' needs" and six with realization that they "should not teach disadvantaged". All other statements were directed toward methods of teaching, project selection, questionnaire structure or general feelings. One is forced to wonder to what degree the deprived students were major focuses of the project in light of the absence of specific expressions of interest by commenting graduates.

SUMMARY OF FINDINGS

The present study was intended to provide definitive data about employment and attitude patterns of graduates of a pre-service teaching experience with the deprived. Although a number of limiting problems were encountered, much specific information was derived. A high proportion (87.7) percent of the 191 eligible graduates of Project COPE was successfully contacted. Of the 147 persons for whomdata was secured, 51, 34.7 percent, have taught the disadvantaged for a least one year since graduation. One hundred twenty-seven, or 86 percent, of the total responding group entered teaching and the teachers of the deprived (51) represented 40.1 percent of this group. Those teaching the disadvantaged proved a quite mobile group with ten leaving and three taking up the teaching of the poor. This mobility in concert with the small numbers teaching high concentrations of the disadvantaged, the norm in Project COPE, suggests that little outright dedication was inspired through the program.

Subjects generally rated the COPE experience quite high (4.13 our of 5) and the ratings were pretty much unaffected by whether one teaches the deprived (4.15) or not (4.12).

Other characteristics and ratings tended to follow a similar pattern. Satisfaction with profession and job, uniformly high, tended to be rated so whether or not one taught the poor. The number of graduate credits earned and the number attending graduate school was small and uninfluenced by the type of teaching situation. The same observation was made for the Rokeach "D" Scale for which pre-test and post-test scores were remarkably consistent for disadvantaged, non-disadvantaged teachers and the total group.

A number of limitations were encountered, primarily stemming from the attempt to perform an objective research evaluation, several years later, of a non-research oriented program. A considerable amount of data was missing - lost, discarded or never collected. That which was located was often not precisely interpretable. Finally, the predominantly female makeup of the group joined with the staff's inability to assess motivational relationships between occupational choice and the COPE project provided insurmountable caveats to any definitive statements anticipated.

The consistently positive evaluations of the project in both ratings and subjective comments by participants regardless of where they taught suggest one valuable definitive outcome potential. While the original project goals, the inspiring of middle class white students to teach among the poor, have, perhaps, been inadequately realized, and have certainly been inadequately assessed, one inclusive and more significant long-range goal appears justified. It would seem that a pre-service experience with the disadvantaged would provide a highly important learning and leavening experience for all teacher candidates. Ultimately this would far better serve the goals of improving ghetto services as well as the broaden aims of understanding, unity, and brotherhood. Despitelimitations in this study, the findings indicate that project participants viewed it as highly worthwhile, even if they never actually taught or planned to teach in the ghetto. It is suggested that a required practice experience with the deprived ought to be considered as one facet of a varied pre-service program for teachers.

CONCLUSIONS

In the present study, conducted to examine attitude and employment effects of pre-service work with the disadvantaged, few identifying characteristics were isolated. Those who taught the disadvantaged after graduation were similar to those who did not in terms of: (1) Personal characteristics (IQ 115.0 to 114.2; sex; GPA, 2.85 to 2.82), (2) Ratings of teaching as a profession and of COPE as an experience, (3) Amount of graduate work taken, (4) Comparative test data (Rokeach 'D' Scale Teacher Situation Reaction Test). Those who taught the disadvantaged, while fairly substantial in total number (51, 34.7 percent) were considerably less than dedicated to the poor, as evidenced by the small mean precentage of deprived taught by the average teacher of the deprived; by the small number (13) who taught classes of 90% or more; by the considerable number who got out quickly (10); by the large proportion of those teaching high ratio classes, 90%, who left (4 of 13).

Any generalization beyond the immediate data would be unjustified here since a variety of limiting problems was encountered; the majority stemming from the fact that the researchers had to look back at operations already completed. No control was available to assure orderly retention of records or to determine what materials were originally recorded and how. Other primary difficulties centered in the complexities of attempting to infer motivations from activity or even to categorize activity with assurances in terms of relationship to feelings about the deprived. These limitations considered with the absence of comparison data on what proportions of beginning teachers work with the poor, produced serious restrictions on any anticipated conclusions.

The major benefit envisioned from this work should be in the area of design. Pitfalls encountered here may be sidestepped with intelligent, creative planning prior to future study.

In general, the proportion entering teaching of the disadvantaged in this project (34.7 percent) appears quite respectable in light of any reasonable estimate of the proportion of disadvantaged students in this country and the proportions of beginning teachers needed to serve them (15 to 20 percent, perhaps). In the absence of any current comparative figures, project results must be considered in isolation, which is rather a lonely, unrewarding process and in reality, impossible from any definitive standpoint.

Efforts to locate definitive data about the number of beginning teachers in disadvantaged areas were unsuccessful - compounded by the complexities of the task itself as well as by the easy reliance of districts, cities, and states on 1960 census figures as a base for "seat of the pants" projection. Most estimation or pontification in this area today is derived from this ancient census data. Newer and better information is needed. In terms of the present study, several potential conclusions are suggested. These include:

1. Project and research design improvements are needed. Build in evaluation before the fact. This should include collection of comparative and other data. Control the study from the beginning of project planning.

2. The variety of outcomes observed from the COPE experience along with the variety of positive comments by those who did not go teach the poor suggests strongly that a practice teaching experience of this sort would be a broadening and valuable thing for <u>all</u> prospective teachers.

RECOMMENDATIONS

It is recommended that in any future study the research design be altered to include the following components:

1. Research control must be assumed over study characteristics from the outset of planning projects with the deprived.

2. Intensive research effort is needed to compile comparative data against which to guage project results. This includes immediate control group data, perhaps, as well as local, State, and national samplings around this problem of incidence, longevity, and characteristics of teachers for the disadvantaged.

3. Further study must be initiated encompassing the research and comparison components recommended if we are to evaluate successfully present directions in this vital field.

4. Further study should be devoted to the prospect of providing experience with disadvantaged groups as a required part of pre-service teacher programs.

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APPENDIX
Covering Letter 1

GLASSBORO STATE COLLEGE
Glassboro, New Jersey

August 13, 1969

To: Former COPE Students at Glassboro State College

Re: COPE Follow-up Study

We are conducting research on the outcomes of participation in the Camden Opportunity for Professional Experience. Enclosed is a questionnaire.

Will you please complete the questionnaire, and return it in the stamped, self-addressed envelope enclosed.

If you'd like to comment on COPE, the questionnaire, or anything related thereto, feel free to do so on the back of any page. Individual response will be held in strict confidence. If you are interested in receiving a copy of the final results of this study, please write yes at the bottom of the questionnaire.

We deeply appreciate your assistance in this endeavor.

Sincerely,

Mel Kramer, Assistant Professor of Education

Ted Zink, Professor of Education

Enclosures

Covering Letter 2

GLASSBORO STATE COLLEGE
Glassboro, New Jersey

August 13, 1969

To: Former COPE Students at Glassboro State College

Re: COPE Follow-up Study

We are conducting research on the outcomes of participation in the Camden Opportunity for Professional Experience. Enclosed are: 1. A questionnaire; 2. Two survey instruments; 3. Two answer sheets.

Will you please complete the questionnaire, respond to the surveys on the appropriate answer sheet, and everything will be picked up next week.

If you'd like to comment on COPE, the questionnaire, the surveys, or anything related thereto, feel free to do so on the back of any page. Individual response will be held in strict confidence. If you are interested in receiving a copy of the final results of this study, please write yes at the bottom of the questionnaire.

We deeply appreciate your assistance in this endeavor.

Sincerely,

Mel Kramer, Assistant Professor of Education

Ted Zink, Professor of Education

Enclosures

FINAL VERSION

COPE FOLLOW-UP QUESTIONNARIE

1. Name:

2. Marital status: Children:

3. Date of college graduation:

4. Employment since graduation:

Dates	School, Company or Cther	Address	Position
1.			
2.			
3.			

5. Check below for each job*:

a. Location: Urban_____ Rural_____ Suburban_____

b. Economic level of community:

Upper middle_____ Middle_____ Lower middle_____

Lower_____

c. If teaching, percentage of students disadvantaged or deprived: _____

d. Satisfaction with profession:

Very high_____ High_____ Medium_____ Low_____

Very low_____

e. Satisfaction with present job:

Very high_____ High_____ Medium_____ Low_____

Very low_____

*If more than one job has been held, insert job numbers (i.e., 1, 2, 3 above) instead of checks.

6. Post graduate education:

College or institution	Number of Credits	Major Area	Minor Area	Degree

7. Plans for next year (1969-70). Please describe:

a. Work involving disadvantaged YES NO

8. In retrospect, how would you rate the COPE experience:

Excellent_____ Very good_____ Good_____ Fair_____ Poor_____

PRELIMINARY
COPE FOLLOW-UP QUESTIONNAIRE

1. Name:

2. Marital status:

3. Date of college graduation:

4. Employment since graduation:

Dates	School or Company	Address	Position

5. Post graduate education:

College or institution	Number of Credits	Major Area	Minor Area	Degree

EVALUATION OF SUBJECT COMMENTS

I. Total Number of Subjects - 148, 17 males, 131 females

A. Contact with disadvantaged in teaching job: 50

B. No contact with disadvantaged in teaching job: 98

II. Number of Persons Making No Statement: 84, 76 females, 8 males

A. Contact with disadvantaged (defined as 20% - 100% in classroom): 27

B. No contact with disadvantaged (defined as 0% - 15% in classrom): 67

III. Number of Persons Making Statements: 64, 9 males, 55 females

A. Contact with disadvantaged: 23

B. No contact with disadvantaged: 41

C. Nature of comments:

1. Expression of general satisfaction with COPE: 37
General satisfaction was evenly distributed among males, females, those who taught disadvantaged those who did not.

2. Expression of high satisfaction with instructional methods and teachers involved: 17

   a. "The program was realistic and really prepared us for the disadvantaged".
   b. "The teachers were devoted and deeply concerned with the entire experience".
   c. One-half of respondents were <u>not</u> working with disadvantaged.

3. "Excellent preparation for real teaching situations": 17

   a. "The program stressed effective discipline in classroom".
   b. One-half of respondents were <u>not</u> working with disadvantaged. Those who were not, stressed the fact that COPE was an excellent experience for any teacher to have.

4. "It made me realize I could not handle the disadvantaged": 6 (all females)

5. COPE did not prepare me for my work: 6

   Typical of those working with disadvantaged where extreme apathy and administrative problems existed.

6. COPE project used poor instructional methods: 6

   a. Respondents: 3 males working with disadvantaged, 2 females working with disadvantaged, 1 female with no contact with disadvantaged.
   b. Suggestions for improvement of program:

      1. Stress more work with small groups (i.e., kindergarten).
      2. More effective communication between students and teachers.
      3. More involvement in neighborhood.
      4. More contact with actual slum school teachers and their problems.
      5. Need for training in sociodrama.

7. "I felt forced into the program": 3

8. General dissatisfaction with COPE: 1

   Female in contact with disadvantaged.

9. "The experience made me a better person and helped me understand the needs of others": 12

   Respondents: Equally distributed among male, female, those having contact with disadvantaged, and those who did not.

10. "COPE was an educational experience useful for graduate school": 1

11. General frustration and resentment toward questionnaire: 5

IV. General Trends:

A. Some of those who continued to work with disadvantaged, tended to be highly opinionated and critical of COPE - expressing disillusionment with the entire program for educating the disadvantaged.

B. Many teachers felt COPE extremely valuable for <u>all</u> teaching situations: (1) It sensitized them to the need for understanding their pupils, (2) It taught them the essentials of discipline and maintaining a well-mannered classroom.

C. Many teachers thought that COPE helped them as people and provided experiences that would be relevent to future schooling as well as part-time work with poor children at recreation centers, churches, or in school.

V. Vast majority of negative comments about instructor and/or program occurred in one semester group with an unfeeling, uncommunicative, unliked instructor.

PERCENT OF DISADVANTAGED

1.	Kerns (Woodlyne)	-35%	Principal:	-35%
2.	Bocella (Seabright)	-40%	Principal:	-10%, 40% (Special Classes)
3.	Adamus (Lincoln)	-90%	Principal:	-90%
4.	Milunec	-10%	Principal:	-50%
5.	Colasanti (Wilson)	-75%	Principal:	-75%
6.	Ercolani (Bergen Square)	-75%	Principal:	-80%
7.	Malato (Roosevelt)	-90%	Principal:	-90%
8.	Giambattista (Hamilton)	-25%	Principal:	-35%
9.	Halter (Elk Township)	-20%	Principal:	-25%
10.	Holsten (Madison)	- 0%	Principal:	-10%
11.	Merkel (Paramus)	- 5%	Principal:	- 5%
12.	Little (Camden)	-80%	Principal:	-80%
13.	Foltz (Bordentown)	-50%	Principal:	-20%